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like Professor Howard's may be of much service. An excellent feature of this syllabus is the listing under the name of each great leader of the principal and standard biographies or collections of writings bearing upon the subjects to be taught.

WILLIAM E. DODD

Chinese Immigration. By MARY ROBERTS COOLIDGE, formerly Associate Professor of Sociology, Stanford University. New York: Henry Holt and Co., 1909. 1 vol. Pp. x+531.

This work is devoted to the study and analysis of the Chinese and the Chinese problem in America, with a critical history of the agitation, enactment, and administration of the treaties and laws relating to the subject.

In tracing the history of the Chinese agitation, the writer shows that it originated in the greed and unfounded prejudice of the early settlers of California, a prejudice which the politicians were quick to see and cultivate as a political issue. In a critical examination of the California Senate Memorial to Congress in 1876, bitterly denouncing the Celestials, the author shows that the committee was composed of the strongest anti-Chinese agitators, that the witnesses examined were mainly local police officers, petty politicians, and hoodlums, and that the memorial was a gross misrepresentation of existing conditions. A similar inquiry into the investigation of the congressional committee in 1876 showed a packed committee, a partisan investigation, and the widest discrepancies between the evidence received and the report rendered. Such, the author points out, were the sources of information relied on by our legislators and accepted without question by an unthinking public.

The review of the legislative history and debates of the various Chinese measures and treaties, and the contemporary expressions of public opinion, together with an analysis of the political situation in the West, leads the reader to the irresistible conclusion that these measures, though violating the solemn promises of the nation, were passed for the mere purpose of throwing political sop to the western states on the eve of national elections.

The life and character of the Chinese and their relation to the economic conditions of California are discussed in considerable detail, refuting many charges of the Chinese antagonists. In con-

clusion the writer urges that the important question is not the exclusion of the Chinese but the fair and honest observance of our treaty obligations with them.

The work is written in an easy and interesting style and is based upon a critical and exhaustive study of apparently all conceivable sources. It is a real contribution to the study of the Chinese problem, a field that has hardly been entered by the scientific investigator, although the subject of legislation for half a century. While the book is pro-Chinese in its sympathies, its conclusions in the main seem sound, and are justified by the evidence submitted. The volume contains a selected bibliography and numerous footnotes.

ARNOLD B. HALL

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Vocational Education. By JOHN M. GILLETTE. New York: American Book Co., 1910. Pp. viii+303.

This volume presents in book form the essential ideas and principles set forth in lectures before the students of the College of Education of the University of North Dakota and in talks before educational meetings. The author states that "the field of education contemplated is that of the elementary public schools," but he properly suggests that "the principles of social adjustment might very well govern all grades of educational effort." Indeed it is because of the growing conviction that such adjustment is an essential factor in sound educational methods that educators will welcome this admirable contribution to a rational study of the problems involved.

Vocational education is stated to be "a practical and direct conception of the method of making young human beings fit for life." It "views the individual as a member of the larger social order. . . . While it insists that he shall be vocationalized (or specialized), it as emphatically insists that he shall be essentially cultured and fundamentally moralized." The author's position here is sound as regards the object of education. In view of the general conception of vocational education which the author states is often confounded with industrial education, he rightly points out that industrial training is not broad enough to cover the demands of education in America. In his effort, however, to differentiate voca-